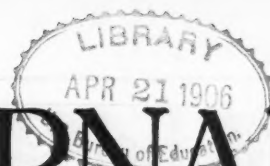


THE SCHOOL JOURNAL



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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXXII.

For the Week Ending April 21, 1906

No. 16

OSSIAN LANG, Editor.

Nothing will injure the good name of a city more surely than a reputation for parsimony in educational matters. America believes in good common schools. Real estate men know this best.

Literature, history, the natural sciences, music, and the arts are the real essentials in the public course of instruction. They are the sources of human culture. Ask Paris, ask Vienna, ask St. Petersburg, ask Berlin, ask London, ask Edinburgh, ask Dublin, ask Buenos Ayres whether they would permit their schools to return to the curriculum of the dark ages? Yet there are cities in our country where the value of the culture studies is not yet recognized with sufficient emphasis to establish them as necessary elements of a liberal education. These cities would make democracy a synonym for boorishness if they could.

For many years public education was considered a civic charity. People looked upon it as an opportunity, as it were, generously supported by taxation, as a "gift" to the young to enable them to equip themselves for the battle of life. Gradually this crude conception was superseded by the conviction that social security and economic prosperity depend more and more largely upon the education of the people, and that schools, accordingly, are requisite to the preservation and extension of the nation's most important interests.

The extension and improvement of school facilities are at present justly regarded as a wise economic investment, yielding splendid returns in the increase of the industrial, commercial, and intellectual wealth of the nation. Every educated individual is a distinct addition to the commonwealth. Keep this thought before the people.

Playgrounds are as necessary as air and light. Our children's health is the prime consideration in education.

Now is an excellent time for discussing the question of professional ethics among school superintendents and principals. We are pretty well agreed, all of us, that school boards must abide by whatever contract they make with the people they employ. But there are two sides to this matter. Those who accept positions under a contract assume obligations which, it would seem, are no less binding. This touches one important aspect of the question of ethics which ought to be thoroly discussed. We ought to make the effort, at least, to establish by consensus of opinion a few primary rules which will help the hesitating brother to know which is the right horn of the dilemma.

After point one is settled, the obligations of superintendents to each other, and of principals to each other, should receive careful attention. The pages of THE SCHOOL JOURNAL are open for an intensive discussion of these topics. Who will help?

A "School Improvement Association" is supplying an inviting and healthful noon-day lunch to the pupils in the new high school of Birmingham, Alabama. A nominal price is charged to the pupils.

It all depends on "Uncle Joe" now whether the salaries of the teachers of Washington will be increased by act of Congress or not. If he permits the bill to be presented it will undoubtedly pass. The one commendable feature of it is that about \$120,000 will be added to the salary budget. This seems a very large sum, but considering the wretched pay that the Washington teachers have at the present time, it is nothing to brag about.

Considered in detail, the school salary bill is full of inconsistencies and small injustices. Can it be possible that petty jealousies have dictated the particularly unreasonable items? The salary, for instance, of the supervisor of primary schools is considerably less than it should be. Supervisors in other departments entailing far less responsibility are getting several hundred dollars more. Miss Elizabeth V. Brown is an excellent teacher and an efficient supervisor. She should have been accorded better treatment.

The supervisor of music, too, does not seem to have been given an adequate increase of pay. Specialists with a much smaller range of work receive better remuneration. There is not a pupil in the common schools of Washington, whether in the kindergarten, the elementary school, the high school, or the normal school whose education is not influenced by the efforts of the director of music. If there is one thing in which the Washington schools excel, it is in song. Some day when culture is rated somewhat nearer its true value the educational power of song will be better understood.

The sweeping advancement of salaries without any discrimination as regards length of service is another serious defect. There are in the high schools, for instance, people who receive from \$600 to \$800 whose experience may range from seven months to thirty years with varying degrees of success; all these are with one fell swoop put in the \$1,000 class. The injustice is that length of service and unusual efficiency are not accorded any consideration whatever.

What a Start Will Do.

The success of the New York Juvenile asylum's plan of sending out its charges to western farms for the sake of getting them away from city influences has been strikingly illustrated in the career of a man who has been mentioned as the probable next candidate of the Republican party for the governorship of Illinois. This man is John J. Brown, of Vandalia, who at the age of seven, because his parents were dead and no relatives had come forward to assume the burden of his support, was sent to the New York Juvenile asylum, then located on Washington Heights. Mr. Brown did not remain long in the grey building of the asylum, for he was one of a party of 27 lads who were sent to Illinois in 1860. Several of these have since attained positions of prominence. The farm proved beneficial to John Brown, as to hundreds of other little fellows sent West from the slums. Indentured to William Henninger, a farmer of Hagerstown, he was soon transformed by the free air of the prairie from an undersized gamin to a husky farmer's boy. Possessed of native eagerness for learning, he earned his way, with some help from his foster parents, thru Wesleyan university, at Bloomington, Ill. After graduation, he served for five years as principal of the Vandalia high school, during which time he studied law, and was admitted to the bar in 1881. Since then he has taken keen interest in local and national politics, having twice been Republican candidate for Congress and nearly elected in a strongly Democratic district. He was delegate at large from Illinois to the Republican National Convention that nominated McKinley and Roosevelt, served as secretary of the Illinois Commission during the period prior to the St. Louis exposition, and thru it, and is now endeavoring to fulfil a legitimate aspiration to be the chief executive of his state.

"I don't know that I shall ever attain my ambition to be governor," declared Mr. Brown recently, in an interview, "but if I should I intend to take the first opportunity to go back to the old New York Juvenile asylum and tell the boys who are there to-day how I started in life, just as they are, and how I have struggled up to a position of honor among my fellow citizens. My story will mean more to them than it possibly could to any other audience."

Guatemala's Public School System.

Among the developments of educational activity at the present time, one of the most striking is the founding of school systems, based on American models, by the Latin-American states of South and Central America. The schools of Argentina, as is well known, have reached a high state of efficiency, and in several of the other South American republics good beginnings have been made. At the present moment the daily press is devoting considerable space to the industrial development of the Central American republic, Guatemala, which has an excellent educational system. As would be expected in such a state, the educational development is due entirely to a single man, Don Manuel Estrada Cabrera, the president of the republic.

Don Manuel Estrada is one of the most progressive men in Central America. He assumed control of the government thru a revolution in 1898, but has been re-elected since then and is now serving a term which will last until 1911. Upon his elevation to the presidential chair, he at once showed his progressive policy by engineering the building of railroads and electric tramways, founding foreign banks, and developing the commercial side of the country to its utmost.

But Don Manuel Estrada was too thoroly based in American ideas and experience to be ignorant of the necessity of an educational system and of the great

value which universal education had been in the development of the commercial and industrial system of the United States. As a result his efforts have been directed towards the strengthening and mapping out of a program for the Department of Public Instruction. Now a modern educational system has been established. Thruout the republic, schools have been built and free education offered to all children. Tuition, books, and all necessary supplies are furnished by the government. The city of Guatemala has its university, law and medical colleges, a conservatory of music, and a polytechnic school. In all the smaller cities and towns, kindergarten, primary, and normal schools have been established.

American teachers have been largely responsible for the system developed. A short time ago, Don Manuel Estrada engaged in the United States for a term of years a number of American teachers of both sexes to go to Guatemala and establish practice and model schools. Instruction is given in French and German, but preference is given to English. As a matter of fact the books used are imported from the United States and are printed in English, thus making English the principal language taught. Text-books dealing with languages, chemistry, mechanics, physics, agriculture, gardening, botany, horticulture, bee and fish culture, as well as free-hand and mechanical drawing have been ordered recently for the new schools. Laboratories fully equipped for the study of chemistry, physics, and mechanics have been fitted up with apparatus furnished by the best houses in this country: No schools in all Spanish America are more fully equipped with modern apparatus than those in Guatemala.

It is interesting to note that physical education has been given a careful consideration in working out the system. A complete outdoor gymnasium of the most modern design has been constructed for the president and this will be used as a model for gymnasia in the smaller cities. Complete outfits for baseball and football teams and lawn tennis have been provided for each school.

As the system develops, it can be readily seen that it will exert an influence on the native population that will undoubtedly result in a settled government and consequent commercial success. The president is having a number of boys educated in Californian schools and the presence of such educated youth will, of course, aid the development of a strong sentiment for American ideas, both commercial and educational. With direct communication between the two countries possible thru the proposed Pan-American railroad, the intellectual development of Guatemala should go on apace.

The transcendent value of good music is better appreciated by educators now than it ever was. But we are as yet far from giving it the generous recognition which older civilizations than ours have accorded it in their schools. Great Britain, Germany, Italy, and France, particularly the latter, take pride in the discovery of latent musical talent in the children at school and spare no pains to develop that talent for the joy of the people. We are rather indifferent in this matter. A few enthusiasts are laboring to develop a musical conscience in our nation. Considering that not so very long since, the Puritan fathers regarded musical instruments as squeaking abominations invented by the evil one, we need not be altogether discouraged at the slowness of the progress in creating a universal taste for good music. The future is bright with promise. The Aeolian and the Pianola have placed at our command new means for reaching the soul of the people. Another ten years will place our country in line with the rest of the world in music appreciation and creation.

New England Idea and Boston.

By Frederick W. Coburn.

The election of Mr. Stratton D. Brooks, for several years a Boston supervisor and for the past few months superintendent in Cleveland, to the superintendency of schools in the New England metropolis involves no pedagogical revolution but only an orderly evolution. Mr. Brooks is known to be in sympathy with the most modern type of school education. He is familiar with conditions and traditions in the system of which he will take charge. At the same time he is part of the western invasion which, tho less advertised in Boston than in New York, has made itself felt just as powerfully here. Above all he is still young enough to continue to grow for many years to come.

At the beginning of a new educational regime in the lesser Boston there is abundant reason, especially in view of a popular misconception which the newspaper and periodical press of another eastern city less than 250 miles away has persistently spread thruout the country, to assert the continued vigor in its original habitat of the New England idea. It has not gone West, leaving the six North Atlantic states to grow steadily more and more decadent. An idea is not like an object, anyway; it may occupy several places at the same time. The ever-broadening conception of common school education which was developed in New England by Mann and Barnard is now firmly established in every section, but nowhere more firmly than in New England.

In proof of which assertion consider the educational activities of Boston which are in the broadest sense typical of those of all New England. They get perhaps a little less free advertising than the things done in biffy bluffy New York where the newspapers constantly confound assertions of accomplishment with accomplishment, but they are certainly not less significant pedagogically.

One of the especial needs of our times, particularly in crowded cities, is to make the common school a social center. Nowhere else has this idea received such persistent theoretical support and nowhere been so consistently exemplified in practice as in Boston. Altho thru political influences, of a character made possible by the unfortunate condition in which a lesser Boston is surrounded by better peopled, better governed suburbs, the educational centers as such were abolished a year ago, nevertheless the principles under which they were conducted remain in active operation at many of the day and evening schools.

A notable example this past winter has been seen at the Bigelow evening school, situated in the midst of a needy but ambitious population in South Boston. No one certainly has visited the classes in millinery and dressmaking at this center and noted in them young and middle-aged married women of the tenements, intensely interested in their work and in each other, without appreciating that they have also been getting out of their own self-activity such an affection for the big public school in their neighborhood as graduates of the college ordinarily feel for their alma mater. Again in the same school-house an inspiring sight this season has been the free class in salesmanship, the first of its kind to be established in any public school system. In this, under the direction of Miss Diana Hirschler, welfare manager for one of the big Boston department stores, from eighty to one hundred store employees have met two evenings each week to consider in their broadest application the principles of selling goods. No recent development in Boston schools seems more closely to accord with the New England idea than this. Good character, good citizenship, are acquired first and foremostly

by learning to do well, and with appreciation of the essential nobility of so doing them, the things one has to do, however humble and even trivial they may appear to be. To impart to department store employes, so often listless and uninterested, a clear conception of the duties, responsibilities, and privileges of their occupation involves an excellent expenditure of public money.

Again, take an example of the semi-public institutions—one that serves as a social center in Boston, quietly, less well advertised by illustrated articles in the popular magazines—for most of whose editors nothing exists that is east of New Rochelle, or west of Hackensack—than if it had happened to be located "in N' Yoark." The North Bennet street industrial school has just ended the first quarter century of its beneficent work. It is one of the oldest institutions of its kind in the United States. It aims "not only to educate the hands and brains of those who attend its classes, but to reach out to influence hundreds of homes in the neighboring congested quarter." There are day classes in sloyd, clay modeling, printing, leather work, sewing, and general housekeeping, in which the time of the pupils counts as public school time. The night classes draw upon the same sort of people reached by the public school educational centers of the West End and South Boston. The school is also a station of the Boston public library, and it has besides a reference library of its own in which with the help of a trained librarian, public school children prepare their home lessons. During the past winter about 500 pupils have been registered in the day classes, between five and six hundred in the evening clubs and classes, while the daily average in the libraries and gymnasium has exceeded three hundred. The Morgan Memorial, which has just received the highest honor of any sociological institution at the Liege exposition is another Boston institution of the same high character.

That the heads of the higher education in eastern Massachusetts are preparing to maintain the traditions of the leadership of this section is apparent to any one who is at all familiar with what's doing. Let New York, if it will and can, create an American acropolis on Morningside Heights. Let Chicago extend the confines of its grey university city by the lake as widely as it may. Boston at any rate will not be a back number if adequate material preparations for the accommodation of teachers and students in an attractive city can keep the leadership here. The great unnamed university of the Fenway, now building on the salt marsh, the original beauty of which the genius of Frederick Law Olmstead saved and heightened for all time, is destined to contain not many years hence the largest aggregation of studious people gathered about any single campus in the United States. With the opening of the great Harvard medical school next September, in the building provided by Rockefeller and Morgan millions, enough of the Fenway group will already have been constructed to prefigure the aggregation of the future. Already Simmons college for women is adequately housed next to the Isabella Stuart Gardner museum in the Fenway. Tufts medical college, well located and rapidly increasing its attendance, has become a Fenway fixture. The dormitories of the New England Conservatory of Music look across the river-threaded campus to the hills of Brookline beyond, and the main building of the conservatory is only half a block from one angle of the Fenway. Not far away is the Emerson College of Oratory. A

new building with the library and collections of the Massachusetts Historical Society offers opportunities for industrial research. In the recently erected studio building at the western end, where many of the three score of resident artists have pupils on certain days, a part of the school of the Museum of Fine Arts is already ensconced, and with the building three or four years hence, of the new museum, for which the architect, Guy Lowell, is now drawing the plans, the center of art student activity in Boston will have been transferred to the great unnamed university. Other schools are to follow shortly—amongst them the Harvard Dental, Boston normal college, and the Girls' Latin school. The effect of bringing all these institutions, whose present aggregate attendance is more than six thousand, into proximity to each other will be to establish a great university, having, indeed, at the outset, no common president and faculty, but bound together by community of interests.

This Fenway group has been planned and is in process of creation without special regard for the other and more definitely organized university which is in process of evolution in Cambridge. Harvard is developing grandiose designs which, as they are carried into effect, will inevitably confirm the prestige of the oldest of American universities. Another generation is going to see the aggregation of mean, poor, private buildings which now separate the college grounds from the Charles river swept away and a great unified educational center—possibly including the plant of the Massachusetts Institute of technology—built up on both sides of the classic stream. Great things are scheduled to happen as the millions left by Gordon McKay for scientific courses become available. They are indeed to an extent already happening, for just the other day the corporation of the university and the board of trustees voted concurrently to do away with the present Lawrence scientific school, making the courses a part of Harvard college, and to establish a graduate school of applied science. This decision is interpreted as meaning that there is no further hope of a merger of Harvard and "Tech" and that the work of strengthening the scientific and technical departments of the university with the help of an endowment that may eventually thru the world's ever-increasing demand for shoe

machinery and shoes, net twenty millions of dollars, is on in earnest. The new graduate school of applied science, with special faculties for advanced work in mechanical, electrical, and civil engineering, mining, metallurgy, architecture, landscape architecture, forestry, applied chemistry, applied biology, and applied geology, will evidently be emphasized by President Eliot and his associates. It will normally have the effect of greatly strengthening Harvard in the estimation of the country.

Along with actual accomplishment it is fair to assert that nowhere probably in the United States is there going on more of the thoroly alert educational thinking which expresses itself in words to-day, in deeds a decade hence. Theorizing has always been the prelude to practical achievement; tho the popular mind, ever quick to set up antitheses, persists in opposing saying and doing. The readiness of a Bostonized audience to listen with interest to even the ill-considered utterances of cranks and fanatics is not, outside impressions to the contrary, an evidence that these people will stand against "doing things" in the schools of their community. It is rather the indifferentism which one finds, or until recently found, in a city like New York, where the tendency has been to hire a lot of high-priced educators and then run away from their explanations of the whys and wherefores of their work—that is what more than anything else provincializes education.

One of the subjects of most frequent discussion at present, which is perhaps destined at some time in the near future to be embodied in a general system of trade schools thruout the commonwealth is that of technical education for the masses. The industrial leadership of the section, so it is now generally asserted, can be maintained only by steadily increasing the degree of attention paid to training the producers of manufactured articles in skill and taste. The lower grades of manufacturing will, no doubt, continue to leave New England for the regions where the raw materials lie nearest at hand; but the industries in which human intelligence and artistic perception impart great value to materials are not seriously affected by considerations of a few cents a ton on steel or coal due to the long haul from the mines.

Expression of this idea was recently made by Mayor John F. Fitzgerald, of "bigger, better, busier Boston" fame who said before a commercial body:

"Personally, I expect that our greatest future development in addition to our commercial expansion will be in those fields in which the fine arts lend grace and charm to objects of practical utility.

"I look to see Boston famous for her fabrics, jewelry, bronzes, book-making, scientific apparatus, artistic pottery, and woodwork, and in other fields that call for pre-eminent taste and skill.

"The culture and ingenuity of our people ought to find expression in these forms and by such development we can easily meet the pressure of competition and maintain our traditional leadership."

In confirmation of this position note the increasing importance of Boston as the leading center of the arts and crafts movement. There are more handicraft societies in Massachusetts than in any other

SPEAKING OF THE COMING SLAUGHTER IN ZION—JUST WAIT UNTIL THE BASEBALL SEASON STARTS THE OFFICE BOYS' ANNUAL SLAUGHTER OF GRANDMOTHERS.



In the Chicago Tribune.

state—almost as many in fact as in all the other states put together. Probably the strongest of them all both in standards of artistic achievement and in financial success is the Boston Society of Arts and Crafts.

The greatest assurance, no doubt, of the persistence of the New England idea in New England lies in the ready adoption of it by the alien races which now make up so large a proportion of the total population. How numerous these are was shown the other day in some figures from the Massachusetts census of 1905, given out by Chief Pidgin of the bureau of statistics of labor. It appears that in the productive industries of the commonwealth more than three-fifths of the persons employed are foreigners. The continued industrial prominence of the state may or may not be due to the influx of these peoples—Irish, Canadians, Greeks, Italians, Swedes, Poles, Russians, and Portuguese—but the avidity with which they accept common school privileges is at all events full of promise for the future. One needs only to look in upon an evening school, such as that which six hundred Lowell Greeks attend in the old Mann school building, to understand that the successor of the little red school-house is accomplishing even greater results than its prototype among a population that seems to be acquiring something of the Puritan as well as of the Yankee spirit.

The conditions in which the new superintendent of Boston schools is to work may well be regarded as the most stimulating in the United States. With all due respect to the educational awakening that has taken place in New York—and to the writers of that daily comic, the *New York Sun*—it is true that Boston holds the inestimable advantage of having been awake all along. Chance for progress and for correction of abuses? Surely. That is particularly the case in the lesser city over whose educational destiny Mr. Brooks will preside. Some day there will be a better determining of the relations of the smaller city to the greater, into the suburbs of which so many of the people who are the best friends of education have moved, at the head and center of which so many of the politicians have remained. A bigger will also be a better Boston.

Meantime, one very good move appears in the bill which Chairman James J. Storrow of the school committee has just got before the legislature on Beacon hill—a provision that the superintendent of schools and the supervisors shall henceforth be elected for terms of six years. The present term is two years and hardly has a superintendent or supervisor settled down to serious work when he has to consider the possibility of being ousted. Mr. Storrow stated before the legislative committee that he personally had no objection to life tenure, such as is practically enjoyed by the school principals, but that in the view of the school board it is better for a man's work to be reviewed at least once in six years, tho with no implication that he may not be immediately re-elected. If this bill passes—and no opposition to it appeared—it will certainly make for stability in the local educational system.

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Dr. Smith's Point of View.

Altho some few members of our committee favor radical changes, even to the purely phonetic with increases in the alphabet to give a letter for each sound, the policy of the board will be strictly conservative. I wish you would make that clear.

WE DO NOT URGE EXTREME CHANGES THAT WOULD HALT THE EYE AND PROVOKE RESENTMENT, NOR DO WE SEEK TO INSTALL THE PHONETIC SYSTEM. OUR AIM IS MERELY TO SIMPLIFY IN A GRADUAL, CONSERVATIVE WAY, THE SPELLING OF MANY WORDS THAT NOW CONTAIN USELESS LETTERS.

We have laid down no arbitrary list of words, altho many that could be changed in spelling will suggest themselves immediately. We intend to feel our way along, and get the people to take up words gradually and become accustomed to them. We are starting out to obtain recruits from among educators and men of prominence. Already the responses have been most gratifying. Some colleges have sent us the names of their entire faculties. These gentlemen agree to use in their private correspondence such new spelling as may seem agreeable.

Many men hesitate to spell differently from the present rule because they fear the criticism of others who might attribute the method used to ignorance. But a man receiving a letter from a college president or an editor and noticing a different spelling would say: "It must be right, for surely Mr. Smith knows how to spell."

So, by securing as many as possible to enroll with us for the use of simpler methods in their correspondence, by the publication of interesting matter concerning spelling and in a variety of ways, we hope to bring about simplification of cumbersome spelling.—BENJAMIN T. SMITH, editor of the "Century Dictionary."

May I suggest thru your paper to the Bored of Spelling that they begin their simplification with their own names. Noblesse oblige. Thus:

| | |
|-----------------|------------------------|
| Androo Karnage | Richud Watsn Gildr. |
| Wilyum Jamz | Tomus Lownsbre |
| Brandr Mathooz. | Niklus Mure Butlr, &c. |

L. H. D., in the *New York Times*.



SOMEONE ELSE'S ROUTE.

The Health of High School and College Girls.*

By Prin. William L. Felter, Girls' High School, Brooklyn.

We must hold clearly in mind the type of woman we are to educate. We must establish an ideal which we are to attempt to realize. This ideal must be established in the light of future usefulness. It must be made with an entire life's work in view. It must be made for a sex, or at least for that part of the sex mentally equipped for higher education, and not for the choice few who are unusually gifted. It must not be made for the future authoress, nor musician, nor painter, nor teacher, nor manager of a business concern.

The woman we have in mind is none of these. That is, she is not primarily one of these; but she is a woman with even greater potentialities, with even richer opportunities of blessing the race and of making the circle of her life radiant with helpful and benign influences—she is a wife and a mother. Of the highest importance is the ideal of cultivated and consecrated wifehood. What, then, should be the line of education to be followed in the secondary schools and colleges in educating a prospective wife and mother primarily, and incidentally a teacher, a business woman, an artist?

What, then, should be the course of study for girls in secondary schools and colleges? The dominant aim in both matter and method should be the cultivation of health. The health of woman is of even greater importance for the welfare of the race than that of man. The influence of body upon mind is in a sense greater in woman, so that the needs of the body should be supreme.

Mathematics should be taught only in its rudiments and only those with special talents or tastes should attempt the study of the higher mathematics, or even of plane geometry. Chemistry should have a subordinate place in the curriculum. The elementary stages of physics should be in the list of subjects taught. Physical geography, geology, and astronomy should also be included. Of all the sciences, botany should present the most difficult work. The Latin nomenclature and technic of microscopic examination should come late in the course, and common names should be used in preference to the Latin terminology. Zoology, objectively illustrated, should be cultivated and emphasis placed upon environment. The study of morphology and of structure should be less strongly emphasized.

For advance students, sociology and political economy should find their places. Art in all its forms, appealing so strongly to the esthetic in woman's nature, must not be overlooked. Women excel in languages and in literature. The opportunities for the study of modern languages should be abundantly afforded, and the conversational methods in these subjects should be generally adopted. Nor can we overlook the necessity for a general course in pedagogy, in child study, in nursing, since these aim to develop power of body and of soul—power which will be reproduced in the home influence upon coming generations. The course in English should be comprehensive and exhaustive. Specialization has its place, but man is better adapted to it than is woman.

It would be too sweeping an assertion to state that women's colleges are institutions for the promotion of celibacy, and yet an examination of the percentage of marriages among college-bred women would lend color to the statement. Dr. John Dewey found that 23 per cent. of the graduates of women's colleges marry; 21 per cent. go into the professions; 28 per cent. of co-education girls marry, and 12 per cent. go into the professions. He makes 26 per

cent. of the graduates of twelve American colleges marry, at an average age of 27 years. The marriages took place six years after graduation. He found 74 per cent. single. Miss Shinn concludes, after an examination of 1,805 cases, that only 28 per cent. married. The rate of marriage for the country at large for women more than 20 years of age is nearly 80 per cent. She concludes that, under 25, college women rarely marry, and but a small proportion of them have married. Another investigator, Miss Abbott, showed that of 8,956 graduates of sixteen colleges, 23 per cent. were married. It would appear that the rate of marriages of college women is decreasing and that the age at which marriage occurs is becoming steadily later.

Considering next the results of the higher education upon motherhood, the case appears even worse yet for educated women. Birth rates are the indication of national growth or decay; only the constant immigration of foreigners prevents us from occupying the position in which France finds herself at this time, that of facing the problem of a steady decadence of birth rates. In the New England family, probably the best type of American civilization, where for two centuries the homes were almost perfect models, the birth rate has steadily declined for half a century at a very rapid rate, until now it is actually lower than that of any European nation, France itself not excepted. Comparing the forty years ending with 1890, native marriages average 2.3 children each, while those of the foreign-born average 7.4 each. Among the causes for this condition of affairs may be stated physical and mental inability to rear children; but a stronger reason appears to be the unwillingness to sacrifice ease, freedom, and enjoyment, for the responsibilities of parenthood. A disposition to displace duty with pleasure, the effeminacy of wealth, and possibly the new woman movement, may also be included.

It is evident that if our race depended upon the rate of replenishment of the educated classes, it would be doomed to speedy extinction. Any college that depended on the children of its graduates for fresh students would be doomed to extinction. Colleges have grown, and educated classes have increased until some of the professions are overcrowded but the old families are disappearing and leaders are continually recruited from the class below. An examination of the question thus far inclines one to the view that if higher education became universal, posterity would be gradually eliminated, and the schools and the teachers would progressively exterminate the race. In order that this condition of affairs may not continue to exist it would seem to be necessary that a right ideal of womanhood be established and realized. In this work the woman's college must do its part.

There is actual danger of the possibility of higher education for woman becoming a fad. If the woman's colleges are established chiefly to devote their energies to the training of those who do not marry; or if they are to educate for celibacy their point of view is entirely correct. If their ideal is that of maiden aunt or school teacher or bachelor woman, they certainly are realizing their ideal. But they are withdrawing from the function of heredity the best women of the age, who are leaving no posterity behind them. Modern ideas and modern training are affecting the matter for the weal or the woe of the human race, and many whom nature designed for model mothers are apparently unfitting themselves for maternity in the pursuit of higher education.

*Address delivered at the mid-winter convocation of Adelphi college.

Relations Between the State and Day Schools for the Deaf

By Supt. E. W. Walker of the Wisconsin School for the Deaf.

There are two classes of deaf, widely different; those born deaf and those who have become deaf after being partially educated, or who are only partially deaf.

The first class is not only one that cannot hear, but it is made up of people that cannot think in audition impressions. The other class is made up merely of people who are so hard of hearing that they cannot be properly instructed in the public schools, or people who did once hear and still think in audition impressions. The problem of reaching the second class differs widely from the problem of reaching the first class.

Because these two classes of deaf exist, two widely separate methods have been devised for teaching these deaf minds. One is known as the manual method; it is the language of finger spelling by which one spells upon his fingers the words that he would convey to the deaf. As a supplement to that, and especially with the younger deaf, there is a language of natural signs that is frequently used. This is the system devised by the French and is the first system ever used. Its advocates claim for it that they can reach the mind of the deaf clearly and perfectly; that it teaches the use of the English language better than any other method. They agree at once that it does not teach speech and does not teach lip reading; they claim, and I agree with them, that very many deaf people cannot properly be taught speech and lip reading. In the first place, lip reading requires great accuracy, and the strongest eye cannot watch the speaker for a long time and read the lips, except in a few cases; while those of imperfect vision cannot read the lips at all. In the case of many of the deaf, speech is so poor that it is not fair to call it speech. I have in my school to-day a deaf boy who has been in one of the day schools six years. He can say "Mamma" but cannot yet say "Papa." Now he can be taught, but he cannot be taught to talk, as you and I understand it. I understand speech among the deaf to be enough speech to convey thought, sufficient at least to carry on simple conversation.

The other method of teaching the deaf, which arose largely from observation of those who are adventitiously or only partially deaf, is the oral method. I firmly believe in that. It is a blessed thing even if a child cannot converse freely, to make him able to say the words denoting articles on the table, things in the store, names of railroad stations, etc.; and many of them need not stop there. But what I want you to see is that that does not reach the child's mind in the fullest and best way. The oral method calls for the child to get thought from the lips, teaching him to articulate in return. The advocates of that method claim that it permits the child to mingle more freely with hearing children. It certainly does this, and therefore it is a blessed thing. The orally taught child, if he never heard, is apt to deceive you unconsciously as to his attainments. He can pronounce words. He gets words from your lips because the elements have been drilled into his mind, but he does not necessarily understand them. Very frequently a sign helps out the understanding.

That method, devised by the Germans years ago, followed by them for a long time and brought from Germany to the German sections of this country, of which this city is one of the great centers, is used in Germany alone exclusively. Six years ago a strong petition from the deaf was sent up to the government of Germany praying that the combined method might be employed as in the institutions in the United States, that is, not a method of teaching signs;

but a school in which both the oral and manual methods are used. It believes in supplementing one with the other; and experience has shown that speech does not suffer because of it. That petition was opposed by the teachers of Germany naturally because they could not teach by any method except the oral method, and the deaf people who never have any political influence were of course denied their petition. But only a few months ago another great voice came from that empire, when Dr. Passow the greatest of aurists in the German empire, sent to the government a report urging a change in the method of teaching the deaf. He said, "You are not teaching them what the schools of the United States are teaching them." It is not true of the deaf any more than it is true of the hearing, that you can reach all children by any one method; and so he said the German government should supply all methods for teaching deaf children. The government has not yet taken action on the petition, and may not see fit to do so. Of course there is vigorous opposition. But, mark you, the opposition never comes from the deaf, but from hearing people, and always with the best of motives; and in a spirit of philanthropy. We cannot frame a system for teaching a class of people to which we do not belong. The educated deaf themselves know what is best for the deaf.

Thus far then I want you to see that there are two great classes of deaf and two methods of teaching them.

It is commonly believed and frequently reported that if a child learns signs, his speech is degraded. A few months ago it was my pleasure to hear Dr. Crouter, president of the society for the Promotion of Speech among the Deaf in the United States, the strongest champion of the oral method in this country, say in public that the orally taught deaf that went out of his school to Gallaudet college, a combined school, came back better talkers than when they went away. You all know that learning an additional language does not affect the knowledge of one's own; that it does not harm one's English to know a little Latin; that it is only an added way of expressing thought, and the more ways of expression we have, the better off we are as intelligent beings; and in like manner, adding signs to oral speech improves both.

The state school at Delavan uses the combined method. About three-fourths of the students are in oral classes; the others are not good oral students, and are taught by the manual method. Among themselves most of them talk in signs. Their minds are alert; there is no such thing with us as deaf children shrinking in a corner and becoming morose and moody, a thing which is likely to occur with a child knowing only one method and in his own home.

I do not believe that all children ought to be taught by the combined method from the outset. I believe the day schools in Wisconsin are teaching by exactly the right method for the day schools and for little children. I believe further, however, that when the child becomes old enough to come to study the subjects that require careful reasoning, the higher mathematics, sciences, etc., then he can be taught very much better by the use of signs by the manual than by the oral method. I believe that because I have seen it proven over and over again. I have seen children classed by the oral teacher as hardly right mentally; as not bright; who after transference to the manual department have been able to move on beautifully, simply because there was used for reaching their minds a method natural to them.

If time permitted I could offer many illustrations.

There is now in my school a boy who for eight years attended an oral school in Chicago. His folks moved to Delavan and his mother came to us thoroly indoctrinated with the view that signs were detestable among the deaf. The family afterward moved to Washington, where the father received some appointment and the boy went to Kendall Green school—a school using the combined method. The family afterward returned to Delavan and the mother explained to me that her eyes had been opened, and she could see the decided advantages in helping out lip-reading by signs that give the deeper and more concise thought. Some of you heard a paper read yesterday by a deaf lady in which her experience when she was brought up as an oral pupil until she was mature, was almost pitiable. It never dawned upon her that here was a deeper, richer, and more concise thought than she was getting. She thought she got all of sermons and addresses by reading lips, until she saw by having those addresses interpreted by a good sign maker how much she had formerly lost. Not often do the deaf have this double experience, but when they do the advantage of the two systems is very apparent to them.

I should like to see in Wisconsin this condition: the children sent to these day schools when they can be at their homes or near their homes; but when they outgrow that small environment, let them go to the state school. You and I have been too long acquainted with the advantages of large schools as contrasted with schools having six, seven, or eight pupils to believe that those small schools can satisfy a growing child. For the little six, eight, and ten year old child, those schools are all right; but whenever the child begins to chafe at being placed with the little ones, when he is in a class by himself and longs for larger environment and richer opportunity, then we want him to be sent to the state school with the God-speed of the teacher, just as the grade teacher sends the boy on to a high school. And I want him to come in a friendly way. Twenty-six children have come to my school during my tenure and not one of them was sent with the God-speed of the teacher; altho for this I blame the circumstances and not the teacher.

Let me cite an instance. The president of a certain board of education wrote me last year asking me to take a certain child into the state school. "But," he said, "do not say to the teacher that I have written you; she does not want the child to come!" He was satisfied that we could do more for that sixteen year old girl than their little school could do. But the teacher ought to have been the first to urge the change. Many of our oral school friends believe only in one method. They are just as honest and sincere in that belief as I am in believing in a combination of the two, and I respect that honesty and sincerity in their belief, but I believe it is a mistake. Could these children when they have finished the day school, when they have got out of it all that they can, be sent on to the state school with the good will of the day school teacher, the deaf in Wisconsin would be vastly better trained than they are now. In the whole history of this movement only two graduates of the day schools have ever come to the state school. One is there now. He has been there two years, and I wish I could speak of the richness of opportunity that he feels. That does not mean that he made a mistake in not coming there before, but that he sees there is much more to do than he ever dreamed, under his former environment, could be done.

This adjustment between the two systems should be worked out not as a contest, but by a friendly co-operation to the end that each child may follow the best path toward an enlightened education.

But two things stand in the way. One is the unfortunate financial provision of the law supporting

day schools. The teachers are paid \$150 per annum for each child attending those schools. The condition is exactly what it would be if your public school teachers were paid, say \$20 apiece for every child attending school. You see what that would mean. A teacher would hesitate to promote children out of the school. Two or three pupils held back would mean money for her. There may be cases of honest doubt and those cases would be determined on a financial and not on an educational basis. It is so under our present system of supporting day schools for the deaf. One day school teacher was frank enough to tell me that she had in her school two pupils that she knew ought to go to the state school. "But," she said, "I could not recommend it; I had at that time only six pupils and if I sent two of them to the state school, there would be \$300 gone. The board could not stand it and so I had to keep them." I recognized her awkward position. It would have been better if that woman could have felt that the standing of the school would not have been jeopardized, that her salary would not have been diminished, if she could have expressed her judgment honestly to the superintendent and the board. The law should be so changed that a teacher can act with honest judgment in this matter without being penalized for so doing.

There is just one other thing: I think these schools ought all to be under one head. There ought to be just as much of a friendly relationship existing between the day and the state schools for the deaf as exists between the graded and high schools. Many people will not go beyond the day school, but many of them ought to go beyond, and they ought to be told that there is a place where they can get two or three years' more training in addition to what they have after they have finished the day school.

I have regretted that that condition has not existed; that in some way in the long history of the association of these two systems, that condition has never prevailed. In cases where I have tried to visit the day schools, there has always been shown just a little of suspicion and feeling that in some way I am coming after their pupils. There ought to be a way of friendly communication and intercourse between the two systems, so that expert judgment on both sides can say where each particular child should go.

Then another thing: the deaf, if they ever learn a trade, must get a good start in school. No one will ever have patience with them otherwise. The day schools from the nature of the case cannot give a trade training. One of the important sides of the state school is industrial training. It does not make master mechanics, but sets pupils well on their way. One of the boys who graduated two or three years ago wrote only a few days ago that he had obtained a position as printer, at \$18 a week, and that is not an unusual case. The industrial side of the situation is a thing that the deaf must meet. They must be prepared for the battle of life.

There has been spread before this body a little pamphlet that I wish to call your attention to. It is put out doubtless with the best motives, but is blind to all except one side of the situation. I engaged in this special work very recently and I have been astounded, and if I had not a large bump of humor, I should have been very much depressed at seeing the situation as it sometimes comes up. For several sessions of the legislature a bill has been actually introduced to abolish the state school. I am a little sensitive; I do not like to be abolished; I do not like the idea of having a school in which my heart is wrapped up, abolished; of course the bill will never pass, but I do not like to see a class of people whom I believe we are helping more than any one else can help them (I refer to the older ones) in

(Continued on page 406.)

To California Along the Old Santa Fe Trail.

By W. H. Simpson, Chicago.



You have all heard about the annual convention of the National Educational Association, to be held in San Francisco, California, July 9 to 13.

Many of you are going there. It is hoped that the meeting will be a record-breaker in point of attendance. *If you go*, it will help just that much.

Most of the delegates and their friends will come from east of the Rockies. That's

rather a long journey, in miles, but not so formidable when measured by days. The modern railway train annihilates distance. Four days from New York to 'Frisco, and three days from Chicago or St. Louis, is the time of the limited trains.

But the trip is chiefly of value because of what may be seen on the way. Going almost anywhere in midsummer means escape from dull care. Not all trips, tho, are educators as well as refreshers.

There are several routes from the Atlantic to the Pacific. And there is much of scenic interest on each of them. You cannot cross the backbone of the continent anywhere without being impressed with its picturesque views.

To even briefly tell of all the landscape wonders on such a journey for each steel pathway would fill a book. Hence this article will only sketch what may be glimpsed from the car windows of a Santa Fe train—following the historic old Santa Fe trail and cutting thru the very heart of the Southwest Land of Enchantment.

So in imagination please get on board our Santa Fe train at Chicago and stay with it all the way to California. May this arm-chair and fireside ride later on become a delightful reality, when you start out to see face to face the things herein told of.

Not until Colorado is reached, the morning of the second day out from Chicago, does the landscape hint of the heroic.

Until now you have been traversing a country much like the East, only less hilly and with fewer trees. Illinois, Iowa, Missouri, Kansas—those words may be translated to mean big crops of corn and wheat, herds of fat cattle, flocks of sheep, and many industries which thrive where farms are richest, and the trade centers which spring up where the man with the plow is turning up dollars with every furrow.

You have crossed the Mississippi and Missouri rivers; have looked at Kansas City, airily perched on its many hills; have hurried up the valley of the Kaw to Topeka, the capital of Kansas; have ascended the gentle incline of the Nile-like valley of the Arkansas, and now the front



range of the Rockies looms up sunsetward, a thousand miles west of Chicago.

It may puzzle you just how the train will get over the barrier. A way was found half a century ago by the wagons of the Santa Fe trail voyagers. It is known as the Raton Pass. At the foot of this pass, on the Colorado side, not many miles from the Spanish Peaks, is Trinidad. On the New Mexico side is



Raton. With the aid of a helper engine the train slowly crawls up, up, up, almost to the top—plunges into a mile-long tunnel, emerges into the sunshine again at an elevation of 7,608 feet—and glides down hill to the level country once more. This is the land of the adobe, the land of the Mexican and the Pueblo Indian, likewise the land of the newer and all-conquering Saxon. It will charm

you, as it has charmed others.

You ride for several hours southward thru the old Maxwell Land Grant, mountains on either hand—until Las Vegas is reached. Near here is located the

National Fraternal sanitarium. Soon after leaving Las Vegas you are among the high hills again, and again confronted by a mountain wall, that of the Glorieta range, which is crossed at an elevation of 7,453 feet. The upclimb takes you near Starvation Peak, and the crumbling ruins of



the old Pecos church—the most venerable pile in New Mexico. The downward ride is thru Apache Canyon, where, in 1847, Kearney's Army of the West met the Mexican forces,

and where in 1862 the blue and the gray battled for frontier supremacy. A short distance away is the city of Santa Fe, the oldest in the United States and of great interest to the tourist.



At Albuquerque, farther south, on the Rio Grande, that sluggish stream of the sandbars, the train turns westward for a long and steady pull up the Continental Divide. While waiting here for a change of





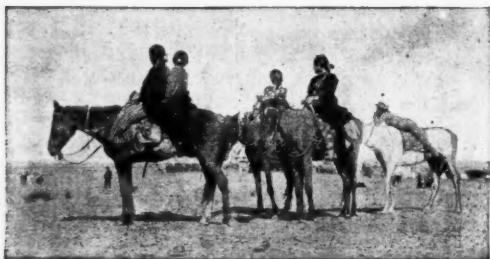
Isleta Women Offering Pottery to Santa Fe Passengers.

engines and for dinner, three unusual sights attract you.

One is the Alvarado hotel, like a great Spanish mission, save for its newness. It is similar in architecture to the Cardenas at Trinidad, and the Castaneda at Las Vegas. All three are station hotels, managed by Mr. Fred Harvey, the same man who is in charge of the dining-car and dining-room service on the Santa Fe. Readers of the *Philistine* know what Elbert Hubbard thinks of the Harvey service. The other attraction is the Indian curio building, where priceless examples of Indian and Mexican handicraft are exhibited.

The third is a group of Navajo weavers, brought here from their far-off Arizona home. Mingling with them are Indians from Isleta. Their bronze skin, their black hair, their odd garments are so un-American as to make this seem like a foreign land. Indeed, all the way from Colorado to California you are often reminded of Egypt and Palestine.

That one-story adobe settlement, near the track and a few miles below Albuquerque, is Isleta. It is a typical Indian pueblo. The inhabitants, like those in other similar villages, are self-sustaining and self-respecting. They are farmers, shepherds, potters, and weavers. They are indeed worthy to be classed among the first families of America. Coronado

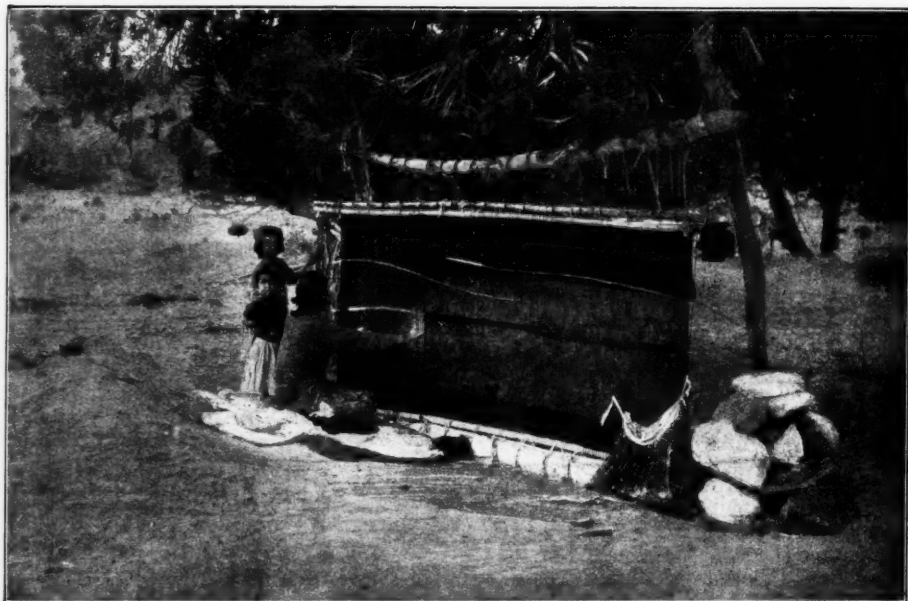


Bedouins of the Desert, Arizona.

found their forbears in this self-same land away back in 1540. Scientists say the Pueblos may have existed here a thousand years ago. Their manner of life to-day is much the same as then, and their dress has changed very little. Altho veneered with the white man's faith, they are at heart true pagans, with a complicated ritual and more gods than ever dwelt on Olympus. A simple, honest, quiet folk are the Pueblo Indians, exemplifying a civilization from which we might profitably borrow much of value.

Fifty miles west is another Indian town, Laguna, founded as recently as 1699; it is finely located on a high rock close to the railroad and near the San Jose river. Surely this is indeed that "little town of Bethlehem," of which Phillips Brooks has told us in one of his poems, and those figures slowly walking down the rocky path, with water-jars securely perched on their heads, seem to have just stepped out of a Bible picture. The illusion continues until you are beseeched by sweet-voiced, small-statured women and girls to "buy this, only ten cents,"—at the same time thrusting into your hands small pieces of pottery made especially for the tourist trade. The larger jars, selling for a dollar, are made in Acoma, the sky-city pueblo, fifteen miles south.

You reach Acoma by wagon, first having stopped off for a day at Laguna station. This is the most



Navaho Woman Weaving a Blanket

strikingly picturesque of all New Mexican pueblos. It is built upon the summit of a table rock with eroded precipitous sides, 350 feet above the plain, which is 7,000 feet above the sea. Formerly it was reached only by a hazardous stairway in the rock. Easier pathways now exist.

En route to Acoma is the Mesa Encantada, a lonely mass of earth-covered rock rising 450 feet from the level plain, and practically inaccessible.

Arizona is a land of prodigious mountain terraces, extensive plateaus, profound canyons, and flat, arid plains, dotted with gardens of fruits and flowers, patched with vast tracts of pine timber, and veined with precious metals. It is also a land of desolate beds of lava, bald cones of volcanic cinder, desert vegetable growths, and bleak, rocky spires, above all which purple peaks gleam radiantly.

Its wide stretches of rugged horizon exert a fascination at once powerful and enduring. To the man who makes Arizona his home, as well as to the casual traveler, the mystery of Nature subtly appeals. You

may think there is no allurements in sands and rocks and turquoise skies, in the desert and its frequent oases of living green. You may wonder how a



The Maki Unlimited, Arizona.

refined Easterner can endure, much less like, such a life. But Arizona is loved by the man of Harvard and Yale no less than by the native cowboy and the miner.

It is a country of prodigious things and queer ones, too. There is only one Grand Canyon in the wide world, and that is out in Arizona. There is no petrified forest elsewhere comparable to the one in Arizona. There is no native race equalling the Mokis for strange ceremonies and aloofness of habitation.



Ceremony of Hapi Flute Priests, Arizona.

Here also are prehistoric ruins and peaks that pierce the clouds.

I urge you to stop off one day at either Adamana or Holbrook and visit the petrified forest. You have never seen anything like it before. The trees are limbless and leafless, they are rainbow-colored, and the logs won't burn! They do not stand upright, but are prostrate on the earth. The three sections most commonly visited cover an area of several thousand acres. You may here see hundreds of whole tree-trunks, each from 150 to 250 feet long, looking as tho ready to be hauled to the saw-mill. There are literally millions of shattered pieces, of all

sizes and shapes. In one place is a petrified bridge; formed by a tree having fallen across a ravine. But the glory of it all is the exquisite coloring. These pines are ages old and agatized. In the process of hardening the wood has taken on most brilliant hues—reds, yellows, and greens predominating.

No one knows just how or when this forest was formed, or where the trees came from. It is enough to know that it is lying out there in Arizona, for the delight of the sightseers.

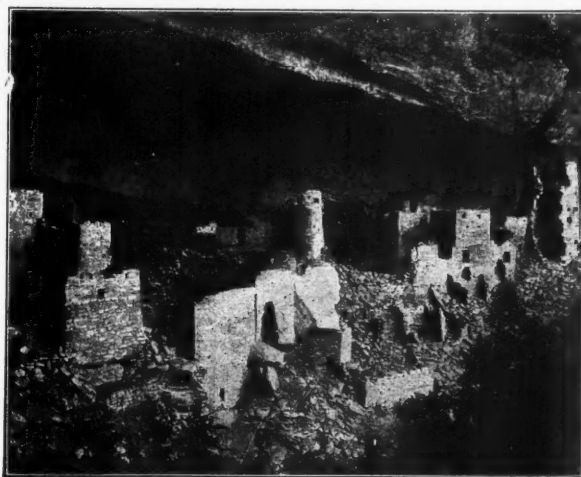
Before reaching the San Francisco Peaks, you cross Canyon Diablo, a profound gash in the plateau, some 225 feet deep, 550 feet wide, and many miles



Indian Women of Acoma, New Mexico.

long. Several miles southeast is Meteorite mountain, where it is supposed a colossal sky-wanderer once fell. The crater-like cavity marking its crash into the earth is a mile wide. A company of Philadelphia capitalists is now boring to find the meteor. Recent reports indicate a successful search.

The Grand Canyon of Arizona will not be content with a hurry-up visit. You must not dash in and dash out, and then say you have seen this greatest scenic wonder of the world. It takes practically one day for the railroad trip out and back, leaving the transcontinental line of the Santa Fe at Williams. The canyon is sixty-five miles north of Williams.



Prehistoric Cliff Dwellings.



A Typical Scene in Petrified Forest, Arizona.

Do not think of staying at this titan of chasms less than two days, for you will at least wish to devote one day to rides along the rim and the next day to the river trail trip. Three days will permit of a stage ride to Grand View. A week will enable you to loaf a little, going off alone to sit on the edge of the gorge and lazily watch the changing play of sun and shadow. It is not an expensive outing. Your side-trip railroad ticket will cost \$6.50. Accommodations at El Tovar, the luxurious Harvey hotel—more like a country club, tho, than a hotel—vary from \$3.50 to \$5.00 a day and upwards. If economy is the watchword, go to Bright Angel Camp, where a room costs only seventy-five cents a day for each person, and meals are obtainable at the Harvey café. The trail trip will cost between \$3.00 and \$4.00. Carriage hire is moderate in price. You may be tempted to invest a few dollars in Indian curios, but are not obliged to do so. The weather at the canyon in July will be pleasant. You are so high up in the air, 7,000 feet, that the nights, mornings, and afternoons are always cool. High noon may be hot, if measured by the thermometer, but the lack of humidity in the air lessens the heat as it is felt by the body.

I have written much about getting there, and the accommodations at the journey's end, but nothing of the Grand Canyon itself. This purposely. All that can

be said in type would scarce give you a hint of this deep gash in the fair brow of Arizona. It must be seen to be understood. Then the great rock forms, rising from the gulf mountain-high, in bands of red and white and yellow and green, will tell their wonderful story. When I say that the series of tremendous chasms which form the channel of the Colorado river thru northern Arizona here reach their culmination in a chaotic gorge 217 miles long, from nine to thirteen miles wide, and, midway, more than 6,000 feet below the level of the plateau—that is about all that can be told, except, perhaps, to add that it is not like an ordinary chasm, but is a great trough carved out of the plateau, widest at top and narrowing to the river, which, in turn,



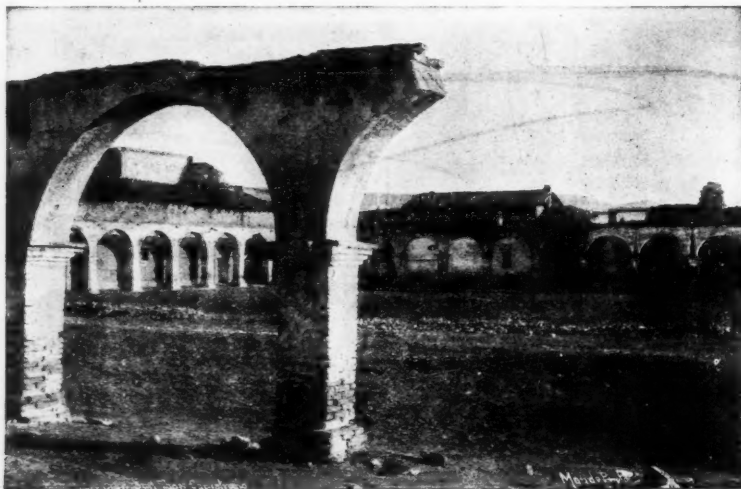
A Giant Tree in Petrified Forest, Arizona.

runs thru a narrow cleft more than 1,200 feet deep.

One writer says of it:

"An inferno, swatched in soft celestial fires; a whole chaotic under-world, just emptied of primeval floods and waiting for a new creative word; a boding, terrible thing, unflinchingly real, yet spectral as a dream. . . . Never was picture more harmonious, never flower more exquisitely beautiful. It flashes instant communication of all that architecture and painting and music for a thousand years have gropingly striven to express. It is the soul of Michael Angelo and of Beethoven."

It is a downhill run from the country of the Canyon Grande to the eastern boundary of California at the Needles. You are now in California—but where are the fields Elysian and the acres of bloom? Somewhere else, evidently, for here is a thing quite different, the Mojave desert. A desert stretches north and south from Canada to Mexico. It has to be crossed whichever way one goes. This is the narrowest place. Really not so uncomfortable as you had expected, for the track is oil-sprinkled and there is little dust. See the bare mountains and the bare sands! They are floating in color. That is their chief charm. Painters fall in love with the colors of this verdureless land, and with its strange rocks. The prospector finds gold off yonder, and other precious metals. In places flowing

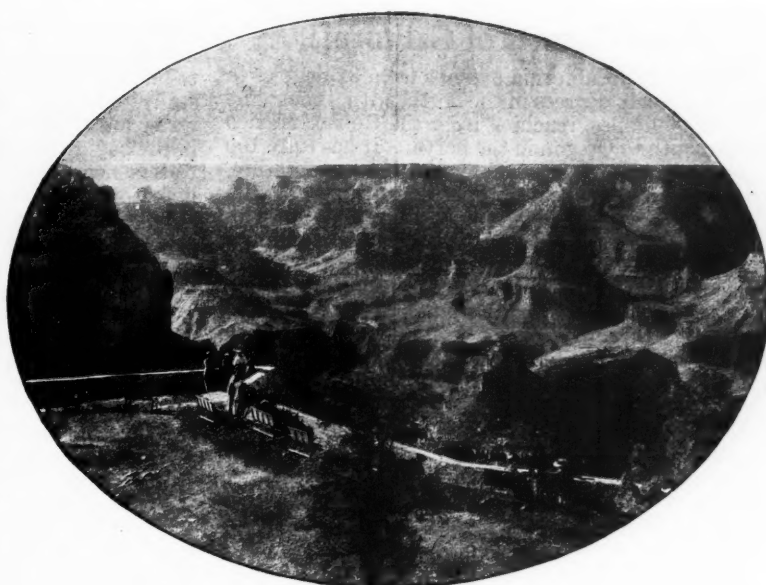


San Juan Capistrano Mission, Arizona.

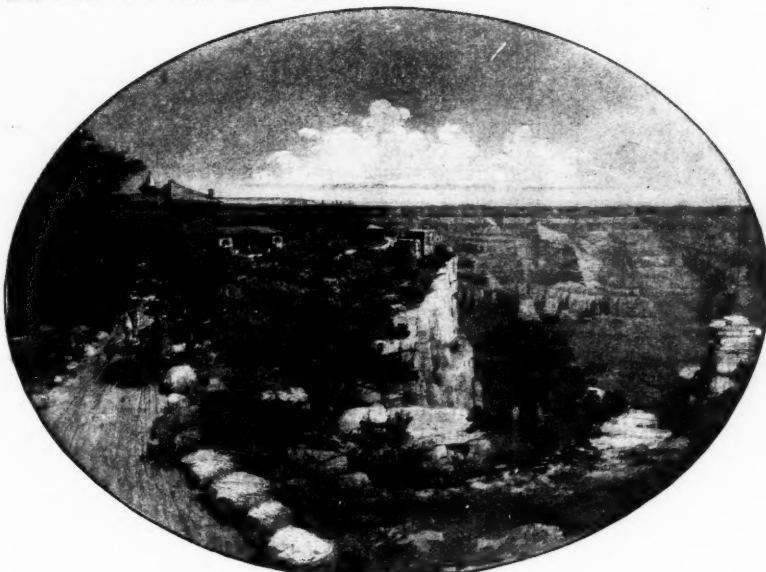
wells have been struck, and then there is a surplus of green grass and green trees.

If you go straight on to San Francisco, thru the San Joaquin valley, the California of your dreams begins to appear soon after leaving Tehachapi Pass. If you make the detour thru southern California to Los Angeles and then up the coast, the orange groves and the flowers are first seen on the southward slope of Cajon Pass. By this route you may take in Redlands and Riverside, see the lovely San Gabriel valley, visit the old missions, the ocean beaches, Santa Catalina, and Mt. Lowe, before striking north to San Francisco. It will pay you to do this.

Just a word in closing, about the summer climate. You may expect cool weather nearly all the way from Colorado west. The Santa Fe runs over four



Grand Canyon, from El Tovar.



El Tovar Hotel, Grand Canyon.

mountain ranges. At times you are more than a mile up in the sky. The air in that region is dry and bracing. The California summer is as pleasant as the California winter, if one lingers by the seashore or goes up into the mountains. At San Diego, for example, in the southwest corner of the "Golden State," the average midday temperature in July and August is nearer 70° than 90°. It is the dry season, and you will find the country roads dusty, unless oiled. That is about the only drawback.



German Universities.

A notable book on German universities, by Freidrich Paulsen, Professor of Philosophy in the University of Berlin, will be published early in the spring. In his book the author aims to give a systematic account of the nature, function, organization, and historical development of the German university. Owing to the exalted position which the German university occupies in the world of education, and the universal nature of the problems discussed by Professor Paulsen, his work will be of value

not only to his own countrymen, but to persons interested in the subject everywhere. It ought to be studied by every man who takes any part in university legislation whether as president, professor, or member of a controlling board, and by every student who desires to get the most out of his university course. It is so rich in information, so full of practical suggestions, that it cannot fail to prove useful and helpful to all who sincerely desire to perform the tasks growing out of their connection with university life, in the best possible manner. Particularly in this country, where things are in the transition state, and where, in spite of much that is crude and charlatanical, the desire is strong to assimilate all that is good in the higher institutions of other countries, will a work like this assist us in finding the right path. It is ably written, showing the author's broad knowledge of the subject.



San Luis Rey Mission.

Coast Resorts of California.

The coast of California extends from 32 degrees in the south to 42 degrees in the north, with a coast line of over 900 miles, reaching from the Gulf of Mexico in the south to Oregon in the north. It has fully 100 sea-side resorts of so great a variety in temperature, climate, and shore conditions as to out-rival the entire Atlantic sea-board from the Canadian line down to Mexico; it equals in many respects the famous watering places on the shores of the Mediterranean.

On the coast of California may be found the turbulent sea with breakers, mountain high, dashing furiously against towering rocks, and again, miles of level beach combed by the waves which exhaust their strength upon the white and glittering sand and recede peacefully into the depth of the ocean. A little further on, the ocean is found as placid as the waters of an inland lake.

Fishing is abundant from one end of the coast to the other. Thousands of persons follow that pursuit as an occupation, while other thousands do so for pleasure and pastime.

It would be futile even to attempt to indulge in any detailed description of the luring attractions of all the noted resorts that can be found on this coast.

Omitting Del Norte county which lies in the extreme northern end of California, and has hardly



been invaded by fishermen and hunters for sport, we will mention Humboldt county which lies nearly in the extreme northwestern part of California, and has 108 miles of coast line, the entire length covered with almost unbroken forests from the mountain summit of the eastern boundary to the ocean beach, including a belt of as fine timber as can be found anywhere. Humboldt bay, which is situated half way between the northern and southern boundaries of the country, contains a beautiful sheet of water 14 miles in length and from one-half of a mile to four miles in width. Humboldt county has many attractions for outdoor sports for the entire length of its coast line.

Mendocina county joins Humboldt county on the south and boasts of no less than 30 attractive resorts on its rugged shores, from Bear harbor to Gualala. Its little towns, harbors, and inlets have not been invaded by pleasure seekers nor are they known as resorts, but far greater attractions for a quiet vacation and genuine sport can be found here than at most fashionable resorts.

It is needless to mention Sonoma, Marin, and San Mateo counties which are within immediate reach of San Francisco and are too well known to need additional praise.

Directly south of San Mateo is Santa Cruz county,

famous for its magnificent beach and its healthful mountain resorts close to the seashore. According to one of the greatest scientists who has made a close study of such things, no American body of water has a greater variety of fish than can be found in the bay at Santa Cruz. This is equally true of the waters near the bay for a distance of many miles north or south.

Monterey county borders on Santa Cruz on the south; it is a place where spring lingers all the year, with ideal resorts by the seaside, where lofty trees shelter the shore beneath the sunny sky and an even temperature reigns, neither too warm nor too cold. This is the ideal spot which has made California more famous perhaps than any other of its coast resorts.

San Luis Obispo county, of which little is known outside of California, has ample attractions on its coast line for those who enjoy fishing, boating, and hunting. It has few resorts that

are known as such but has many places of superior attractions.

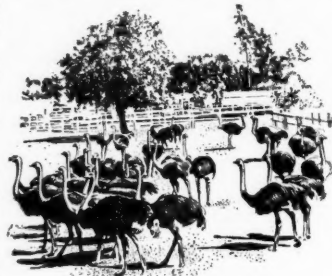
Santa Barbara, which lies south of San Luis Obispo, is a favorite resort for tourists who come from all parts of the United States and from across the Atlantic ocean. Its climate is admirable, healthful, and invigorating. The town of Santa Barbara and a few other places on the coast have become noted resorts, while a great many more, tho less pretentious spots in the same county, with the same climate and far greater inducements for hunting and fishing, are unknown outside of California.

To the south of Santa Barbara is Ventura. It is among the smallest counties in the state. The Pacific ocean and the Santa Barbara channel, a veritable summer sea, which is really a part of the Pacific ocean, wash fifty miles of its southern border. The air is balmy, the temperature mild and even all the year. Ventura has no fashionable resorts, but it has an abundance of towns, villages, and settlements along its romantic coast where visitors will find generous hospitality at a small cost, and unlimited sport and recreation.

Los Angeles is a next door neighbor of Ventura and but one step south of the latter. Nature has been rather lavish in giving Los Angeles county an abundance of blessings. Its climate is as perfect as can be found; its sea coast is not very extensive, but its attractions are fully equal to any on the Atlantic or Pacific coasts.

Orange county lies immediately south of Los Angeles, with a limited coast line and a number of towns and settlements on the shore. The climate is genial, and there is an abundance of game on land and in the water.

San Diego county is the last in the chain of California's constellation and is known to the outside world by its famous resorts such as Coronado, Point Loma, Pacific beach, and a few others equally attractive but not so widely known.



Lying as a Disease.

A confirmed habit of purposeless lying, when present in an adult, is a disease. At least so Dr. Alfred Gordon, of Jefferson Medical college asserts in a recent number of *American Medicine*. This condition is often observed in young children, where, says Dr. Gordon, it is due to "errors of perception and misinterpretation," the natural accompaniments of "a life full of creative imagination and free from inhibition." Dr. Gordon continues:

"This condition makes its appearance in a child from the moment the psychic life becomes active, increases gradually during the first few years, but then imperceptibly decreases and disappears at puberty in normal individuals. This a natural physiologic cycle of events. Should the condition persist instead of disappearing, we have then to deal with a pathologic condition. * * *

"A pathologic tendency for exaggeration, for telling untruths, for inventing impossible events, may be present in an adult as well as in a child. In both cases it can be considered as a stigma of mental degeneration. * * * Men that had unusually large opportunities to observe idiots, like Bourneville, for example, state that deception and falsehoods are precocious symptoms. But there is a far larger class of individuals, so-called degenerates, who present these morbid symptoms to a more pronounced degree. These intellectual weaklings do not progress with their age; they are physically infants, are deprived of power of reasoning, of criticism. They are easily influenced, they are highly suggestible. While in some cases these youths show the tendency for lying, for misrepresenting facts, etc., a tendency which leads to harmless consequences, in another group of cases the brutal and perverted instinct is the main feature. In the latter case, malice, hatred, jealousy, revengefulness, cruelty, desire for destruction, are the manifestations of such young degenerates. These young monstrosities show a precocious criminal instinct, which is so important properly to interpret from a legal standpoint. * * * The difference between the adult and the child lies in the degree. Altho such adults present an infantile intellect, the effect of years of observation renders them more proficient in accentuating the morbid tendencies described. * * *

"Vanity, moral perversity, deception practised in the manner as indicated, are symptoms of a pathologic condition; they are closely allied to mental degeneracy and loss of psychic equilibrium; they are manifestations of the so-called 'moral insanity.'"

Persons who show symptoms such as these should be placed in the hands of medical experts, as such cases belong to the domain of medico-legal psychiatry. In Dr. Gordon's own words:

"It is true that public opinion is not yet prepared to consider, as mentally diseased, individuals who are capable of combining various forms of perversion with intellectual resourcefulness, but alienists should unceasingly continue to work against such misconceptions, and in the name of justice, correct legal errors when responsibility is recognized in individuals who are not responsible for their crimes."

England's Underfed Children.

A bill is before the British parliament for school-kitchens for ill-nourished school children. A committee of inquiry in London has discovered that ninety per cent. of the board school children are too ill-fed to be taught. In the March *Fortnightly Review* the Countess of Warwick writes on the physical deterioration and the school dinners given to remedy it.

"The striking evidence gathered by the Royal commission on physical training in Scotland and the interdepartmental committee on physical degeneration can not be ignored. Physiologists, gener-

al practitioners, medical officers of health, inspectors of schools, and teachers, were agreed as to the deplorable prevalence of underfeeding. The special school board committee of 1895 reported that the London School Dinners Association alone gave 122,605 meals a week to board school children, of which 110,000 were given free. Yet some districts appear to have been scarcely touched. Dr. Eichholz, inspector of schools, found that in one school in a very bad district 90 per cent. of the children are unable, by reason of their physical condition, to attend to their work in a proper way, while 33 per cent. during six months of the year, from October to March, require feeding. He estimated the number of actually underfed children in London schools as approximately 122,000, or 16 per cent. of the elementary school population. This does not cover the number of children improperly fed. W. H. Libby said that a feeding agency in Lambeth coped with from 12 to 15 per cent. of the school children, and in the poorest districts 25 to 30 per cent. Dr. W. L. MacKenzie, medical officer to the local government board for Scotland, said that in the slums of Edinburgh a large proportion of children were half-starved. Dr. Kelly, Catholic bishop of Ross, said that in the south of Ireland, children commonly came to school underfed. All the evidence went to confirm the statement of Dr. Macnamara in the house of commons (March 27, 1905), that after thirty years' experience of schools, first as a teacher and later as a school board member, he could say that 20 per cent. of the children had not in any way benefited in the general improvement of conditions, and were in 'an entirely hopeless condition—a condition never more hopeless.' This, he added, covered something like one million children in the British isles.

"With an exception, there was a general consensus of opinion that the time has come when the state should realize the necessity of insuring adequate nourishment to children in attendance at school."

City Schools in the Suburbs.

"Build the schools in the suburbs;" this is the way in which Wilbur Jackman, of the University of Chicago School of Education, answers the question of how to give the city children a "square deal." He says that the schools of to-day are trying to grow children "under conditions never thought of in connection with the cultivation of vegetables or the nursing of beasts."

Mr. Jackman wants every school-house to have five acres of ground on which to build. The difficulties of transporting the children into regions where this desideratum could be realized might be overcome, he believes, under the new system of municipal ownership of street railways, which is prophesied.

When this system comes in, the children can have car lines of their own, with free fare. These car lines can be made to radiate toward the city limits instead of the business sections. Since the children will leave for school in the morning, they will avoid the crowds going to the city, and in the evening, when they return home, the people will be traveling in the opposite direction.

Sanitary and beautiful surroundings, Mr. Jackman says, would change the attitude of the children into one of friendliness toward all kinds of learning. The truant officer could be dismissed, and in a decade the very name of this functionary would be stricken from the dictionary. The uninterrupted streams of miserable and unfortunate children that now flow out from the juvenile court to the different penal reformatory institutions, would be dried out at their fountain head, and the expense of maintaining this part of our educational system would be greatly reduced.

Relations Between the State and Day Schools for the Deaf.

(Continued from 398.)

peril thru the possibility of the passage of such a law. The little pamphlet I refer to puts forth the same idea, that the state school should be abolished. I do not come here to defend that school, but I urge on you a fuller understanding of the processes of teaching the deaf and of supporting the two systems side by side in a friendly manner. Of course there will be rivalry; there ought to be; that is the way we both do our best work; but that there should be such a thing as actually holding back a child from his education rather than have him go to the other school, is pernicious.

I have in mind a boy who ran away from a day school when he was fifteen years old. All the children were smaller than he was; he longed for something else and he simply fled to a neighboring city. He was brought back and the school board said to the mother, "If you will keep that boy in school the balance of the year, we will pay you \$10 a month." The boy received a part of it, the board made something out of it, they got \$150 and paid \$96. That financial judgment instead of the educational judgment, kept the boy where he got nothing out of it, because he had outgrown that small environment. Now if the teacher could have stepped in without being penalized for doing it and said, "Now is the time for your boy to go to another school, there is a

larger place for him, he will get more at Delavan," it would have been all right; but this was not done and the boy dropped out of school. For eight years he worked a part of the time in a factory and part of the time was in the street. He ran away again at the age of twenty-three. He had heard of the larger school, and wished to attend. He is now in Delavan. It would have been much better if long ago the family could have understood thru the teacher where to send him.

I believe Wisconsin has the opportunity of inaugurating the ideal system for the training of the deaf. We must have these day schools, we must have the state school. The day school is near home, and the state school will fit for larger opportunities, but there should be friendly relations, unanimity, and harmony between the two systems, thus producing the ideal system of instruction for the deaf.

But do not expect too much of the orally-taught pupils. You have read of graduates of Harvard who were deaf, that is not the case really of the deaf, but of the hard of hearing. They are like ourselves, except that they hear only slightly. I have at the University of Wisconsin to-day a graduate of our school, and he is doing creditable work, but I would not say to you that we can train all our deaf boys and girls so that they can do university work. I know it cannot be done. But we can train the absolutely deaf for larger opportunities than the one system can give them.

Educational Meetings and Summer Schools.

Educational Meetings.

April 12-14.—Eastern Commercial Teachers' Association, Baltimore, Md. E. H. Norman, Baltimore business college, president.

April 12-15.—Alabama State Educational Association, at Birmingham.

April 17-19.—Ontario Educational Association, Toronto, Canada.

April 19-21.—Louisiana State Teachers' Association, Baton Rouge, La.

April 20-21.—Northern Minnesota Educational Association, at St. Cloud.

April 20-21.—West Tennessee Educational Association, Lexington, Tenn.

May.—Southern Educational Board, Lexington, Ky.

May 3-5.—Mississippi Teachers' Association, at Jackson. President, Supt. C. E. Saunders, of Greenwood City; secretary, Supt. T. P. Scott, Brookhaven City.

May 31-June 2.—Eastern Art Teachers' Association, and Eastern Manual Training Association, New York city.

June 12-15.—North Carolina State Teachers' Assembly, at Raleigh. Hon. James Y. Joyner, State Superintendent of Public Instruction.

June 16-July 6.—North Carolina Teachers' Assembly, at Raleigh. J. Y. Joyner, president, Charles J. Parker, secretary.

June 20-July 18.—South Carolina state summer school, at Winthrop, S. C.

June 22.—Maryland State Teachers' Association.

July 3-5.—Pennsylvania State Teachers' Association, Altoona, Pa.

July 4-5.—South Carolina State Teachers' Association, at Winthrop. L. T. Baker, chairman of executive committee.

July 9-12.—American Institute of Instruction, New Haven, Conn. William C. Crawford, Allston, Mass., secretary.

July 9-13.—National Educational Association, San Francisco, Cal. Irwin Shepard, Winona, Minn., secretary.

Oct. 18-20.—Vermont State Teachers' Association, Middlebury, Vt.

Summer Schools.

North Carolina summer school opens June 15, at Raleigh. C. State Supt. James Y. Joyner, president; Charles J. Parker, secretary and treasurer.

Yale university summer school, New Haven, Conn., July 5-Aug. 16. Courses in anatomy, art, biology, chemistry, commercial geography education (history and theory),

English, French, geology, German, Greek, history, Latin, mathematics, methods of teaching, physical education, physics, physiology, psychology, public speaking, rhetoric, and school administration. Address, Registrar of Yale university.

University of Minnesota summer school. Beginning June 18, to continue for six weeks. More than eighty courses offered. Address Dr. James, University of Minnesota, Minneapolis.

Cornell university summer session, at Ithaca, N. Y., July 5-August 15. Address, The Registrar, Cornell university, Ithaca, N. Y.

Michigan state normal college summer school, Ypsilanti, June 25-Aug. 3. The faculty offer work in all departments. Library and laboratories open. Address L. H. Jones, president, Ypsilanti, Mich.

Mr. Frederick W. Coburn, well-known to SCHOOL JOURNAL readers, will conduct a school in painting and metal working at Marblehead, Massachusetts, during the months of July and August. Mr. Hermann Dudley Murphy, instructor in drawing at Harvard university and instructor in painting in the Worcester Art museum, will be the teacher of painting, and the metal work, with special reference to enameling, the setting of semi-precious stones and artistic chain-making, will be in charge of Mr. Gustave Rogers, head of the department of arts and crafts at the Worcester Art museum. Special courses are offered for beginners, amateurs, and advanced students. For further information address Mr. Coburn at 126 State street, Boston, Mass.

Five-Year High School Course.

A movement of importance to the educational interests of Pennsylvania was launched at the conference of the Schoolmasters' Club, an organization made up of school teachers and college professors from all over Pennsylvania. It is proposed to endeavor to secure by legislative enactment the extension of the present high school course to five years. It now varies from three to four years, according to locality.

It is claimed that under the five year course, those desiring to become teachers would not have to submit to a special examination after finishing at high school as is now the case. It is the intention of those favoring the movement to do away entirely with examinations as a prerequisite for the position of teacher.

Pimples, blotches and all other spring troubles are cured by Hood's Sarsaparilla—the most effective of all spring medicine.

In the Literary World.

The Bodleian library, which was established in 1445, takes its name from Sir Thomas Bodley, who re-established the library in 1597-1602 and presented it to the University of Oxford. It contains more than half a million printed volumes, thirty thousand volumes of manuscripts, many first editions and early printings, and collections of coins and pictures.

Lord Strathcona and Mount Royal, Canadian high commissioner, has come to the assistance of the Bodleian library with a donation of \$2,500 to complete the total sum necessary to obtain the first folio of the works of Shakespeare for which an American collector offered \$15,000. This folio was presented to the library in 1624 but was sold in 1664, and since that time has been in a private collection.

A Frankfort antiquarian firm offers for sale the last copy that is ever likely to come into the market of the Mainz Psalter of 1457, the first printed book which bears a date and the names of the printers. It is a splendid copy, and the price asked for it is \$19,200.

Dr. Schwenke, of the Royal library of Berlin raises the cry of the "American danger." He says that an American has made an offer for the book and that the bargain is nearly completed. He asks if the treasure cannot be saved for the Royal library thru a donation by some wealthy German.

The Psalter was once the property of the noble Westerholt family of Austria.

The fourth edition of *THE PILGRIM'S PROGRESS* is so rare that the sale of only one other copy in recent years can be traced. That one, which was without the portrait and was otherwise defective, brought \$60 in 1894. The portrait is interesting, too, because the book having been pirated, the publisher of the fourth edition put on the back of the portrait this notice: "The fourth edition hath, as the third had, the author's picture before the title, and hath more than twenty-two passages of additions, pertinently placed quite thru the book, which the counterfeit hath not."

A bookseller recently ordered Messrs. Henry Holt and Company to send *THE DIVINE FIRE* to a coal company, not to an individual, but to the company itself. Can they think it a fuel? A German publisher asked for it if it is "a sort of criminal novel." Editors of religious papers have asked for it, apparently thinking it a devotional work. *THE DIVINE FIRE* is none of these, but the story of the regeneration of a London poet, and the degeneration of a London critic.

The popularity of no novelist is more curious than that of "Maarten Maartens," whose new novel, *THE HEALERS*, Messrs. Constable has published recently, says a writer in the *London Daily Mail*. He is a Dutchman, and his real name is Van der Poorten-Schwartz, but having from youth a strong bent toward fiction, and his native public being too small for a novelist to hope to cater for it with any great success, he determined to write in English, with the result that he has been for many years one of our most popular novelists. It is worthy of note that his first story, which made an undoubted hit, *THE SIN OF JOOST AVELINGH*, was published at his own expense. Last year he received the honorary degree of LL. D. from the Aberdeen university, which at the same time paid a similar honor to Mr. Thomas Hardy. "Maarten Maartens," tho maintaining his Dutch home among his countrymen, few of whom are aware of his fame in England, is personally well known in London literary circles, and is a great friend of Mr. J. M. Barrie.

Many think of the author of "The Dull Miss Archinard," "The Rescue," "The Confounding of Camelia," and "Paths of Judgment" as English by birth rather than thru long residence; but Anne Douglas Sedgwick is an American. She is said to be a woman of unusual intellectual attainments; and critics are watching her work with keen interest, confident that she is a force to be reckoned with in the world of letters. Her new novel, *THE SHADOW OF LIFE*, is described as a history of the soul, and is said to reveal wide and deep study of the tendencies of modern thought.

An extraordinary renewal of interest in Lord Byron is being manifested at the present time. Two editions of his poetical works, both carefully edited, have recently been issued and a new Byron novel is being widely discussed. The latter, entitled *MAID OF ATHENS*, is the work of Lafayette McLaws, whom some readers believe to be a man, until her picture is shown them to prove their mistake. In Thyrsa Riga, the heroine, Miss McLaws gives identity to the beautiful Greek girl to whom Byron wrote one of his sweetest love songs. Taking an author's privileged liberties with what purports to be history, the Thyrsa in *MAID OF ATHENS* dies in a convent, whereas the alleged real Thyrsa (or Theresa) is said to have died in poverty at the age of eighty. Whether the appearance of the Maid of Athens in Byron's home after his marriage to Miss Milbanke, as related in this novel, was the real reason for Lady Byron's separation from her husband, is a mooted question. The Byron in *MAID OF ATHENS* is a far different character from the caricature of Mrs. Humphrey Ward's creation.

"Strike him who fights thy country,
With vigor strike thy blow;
But while thou strik'st remember
That thou shalt love thy foe."

These words are a faithful rendering in form and sentiment of a verse addressed by the Emperor of Japan to his conquering soldiery. They appear on the first page of the April *Open Court*, together with the original Japanese lines as calligraphically written by the Rev. Soyen Shaku, Buddhist prelate of Japan, and their transcription into English letters.

Following hard upon the announcement that the name A. B. Ward on the title-page of *THE SAGE BRUSH PARSON*, the popular new novel of life in a Nevada mining camp, stands for Alice Ward Bailey, an Amherst, Massachusetts, author, comes the disclosure that the hero of the book, drawn from life, is in reality George Wharton James, known from Boston to Los Angeles as a lecturer and writer on the Grand Canyon of Arizona, the Indians of the Painted Desert Region, Indian Basketry, and the Old Missions of California.

Mr. James' actual experiences in the sage brush wastes of Nevada twenty-five years ago would be sufficient to make an interesting book, but Mrs. Bailey has conceived an uncommonly absorbing plot, abounding in dramatic situations.

The March number of the *American Magazine*, speaking of the wonderful work now being done by the United States government in reclaiming the arid lands of the West, says:

"For the ten years of indispensable preparation for these vast operations, the nation is indebted chiefly to Mr. Frederick Haynes Newell. Mr. Newell has done his best to set his light under a bushel, but since he has been chief engineer of the Reclamation Service, it bids fair to set the bushel afire. They say he has first hand knowledge of every stream in the country, and knows more about water in its native haunts than any other man alive." Mr. Newell tells his own story of the government work, "seven times as vast as the Panama canal," in his book on "Irrigation," published by Thomas Y. Crowell and Co. What he says is of interest to every home-builder in the West, if not in the entire country.

THE COMING OF THE TIDE by Margaret Sherwood is described by the *New York Post* as "a well-rounded, short, unambitious, and charmingly written story. Any one who has spent a summer at such a shore resort as is here described, from the time of the blossoming of the wild roses to the fading of the goldenrod, will appreciate Miss Sherwood's descriptions of the changing season. The lure of the tide, the mystery of it, the charm of the gray granite ledges and the tiny coves and tide creeks, the downs and the scraggy cypresses, these are all pictured or suggested with real literary art." "It is a graceful story on artistic lines," says the *Boston Herald*, "daintily conceived and executed. It is rightly described as a study in heredity, a contrast of temperaments, a tale of love triumphant." "A warmth of sentiment distinguishes this book," in the opinion of the *New York Sun*. "It is a celebration of the sea, a sensitive, fervid story representing the delicate charms and the awful wonders of that vast expanse." The *Christian Register* calls it "a story worth reading, with rare touches of poetry and literary skill."

A Woman Doctor.

WAS QUICK TO SEE THAT COFFEE POISON WAS DOING THE MISCHIEF.

A lady tells of a bad case of coffee poisoning and tells it in a way so simple and straightforward that literary skill could not improve it.

"I had neuralgic headaches for 12 years," she says, "and had suffered untold agony. When I first began to have them weighed 140 pounds, but they brought me down to 110. I went to many doctors and they gave me only temporary relief. So I suffered on, till one day in 1904, a woman doctor told me to drink Postum Food Coffee. She said I looked like I was coffee poisoned.

"So I began to drink Postum and I gained 15 pounds in the first few weeks and am still gaining, but not so fast as at first. My headaches began to leave me after I had used Postum about two weeks—long enough I expect to get the coffee poison out of my system.

"Now that a few months have passed since I began to use Postum Food coffee, I can gladly say that I never know what a neuralgic headache is like any more, and it was nothing but Postum that cured me. Before I used Postum I never went out alone; I would get bewildered and would not know which way to turn. Now I go alone and my head is as clear as a bell. My brain and nerves are stronger than they have been for years." Name given by Postum Co., Battle Creek, Mich.

There's a reason. Read the little book, "The Road to Wellville," in pkgs.

The Educational Outlook.

A sixteen weeks' term of the advanced night school at Utica, N. Y., was brought to a close March 14. Students to the number of 304 were in attendance.

At a mass-meeting of the "mothers" of Roanoke, Va., over 200 women signed a petition asking the city council to increase their appropriation of \$25,000 for enlarging the school buildings, to \$50,000.

State Superintendent Eggleston, of Virginia, has received a check for \$4,500 out of the Peabody fund to be distributed as follows: Hampton Normal and Industrial school, \$1,500; Petersburg Normal and Collegiate institute, \$1,000; Farmville Female Normal school, \$1,000; rural schools of the state, \$1,000.

The State Teachers' Association of South Carolina will be held at Winthrop, on July 4 and 5. A most interesting program has been prepared, and it is hoped that the attendance will be large. The chairman of the executive committee is Mr. L. T. Baker, of Winnsboro.

The closing of the Educational Association at Beatrice, Neb., took place on April 7. The enrollment at the convention reached 400, and the convention itself was one of the most successful ever held.

The board of trustees of the proposed South Carolina industrial school held its first meeting on March 13. There was great unanimity among the board as to the importance and necessity of the work contemplated by the act of legislature establishing the school.

Generous credit was accorded the women of the state in maturing the sentiment which made the school possible.

St. Mary's seminary, a Catholic school for girls, situated two miles north of the village of Riverside, R. I., was partly destroyed by fire a short time ago, with a total loss of about \$10,000.

In the rooms of the Spanish claims commission at Washington, Miss Susan Sipe delivered an address on "School Gardening," telling of her successes and failures in combating public opinion on this subject. The Spanish commission expressed themselves as entirely in sympathy with this movement, of which Miss Sipe has been the prime instigator and mainspring in Washington, and they voiced the hope that the bill now before the house, to grant an appropriation of \$1,000 for this work, would be successful.

Supt. J. D. Eggleston, of the department of public instruction of Virginia, is wrestling with the question of summer normal schools.

Mr. Eggleston's idea is to have as many of these schools as possible and to carry them to convenient points in the state, so as to save the teachers the cost of transportation.

Dr. Lane for Tome Institute.

The directorship of the Jacob Tome institute has been offered to Dr. Francis Ransom Lane, by unanimous vote of the trustees. For the last four years Dr. Lane has been doing successful work at the Brooklyn Polytechnic Preparatory school, of which he is principal. He was not an applicant for the new position, and his answer is not yet known.

Dr. Lane's wife, Elinor McCartney Lane, is a writer of considerable note. Among the books which she has published are "Mills of the Gods" and "Nancy Stair." The latter has been dramatized.

Mr. Walrath Reinstated.

The turmoil in Troy, N. Y., which arose out of the removal of Mr. Walrath from the principalship of the high school has ended in the complete vindication of Mr. Walrath's cause, with an order for his reinstatement, and full compensation to him for the time that he has been absent from his post.

Commissioner Draper, before whom the case was brought, for appeal, fixes the source of the charge against Mr. Walrath in the superintendent of schools. Referring to the action of the school board in regard to these charges, he speaks with vigor. "He can come to no other conclusion" to quote, "than that the board was of one mind in prejudging the case and intent upon coming to but one end; was biased against the appellant, magnified the small incidents of administration beyond reason, denied him the fair opportunities of defense, inflicted a penalty wholly out of proportion to any apparent delinquency, and so violated the law which they were bound to regard."

"It is a far-reaching decision," declares the Troy Record. "It maintains the view that teachers have rights which even political boards and scheming superintendents must respect, and because of the commissioner's action, instructors in all departments of the public schools of the state will feel themselves safer in their positions and more free to follow the dictates of their judgment and their conscience in matters relating to the welfare of the pupils in their charge."

Mississippi Teachers' Association.

The twenty-first annual meeting of the Mississippi Teachers' Association will be held at Jackson, May 3 to 5. Of the 7,000 white teachers in the state, more than a thousand attended the meeting last year, and it is hoped that 1,500 will be in attendance next month. The general sessions of the association will be held in the Century theater, the first being announced for Thursday evening, May 3, at 8:30 o'clock. C. E. Saunders, of Greenwood, will give the president's address. On Friday, J. H. Hinemon, state superintendent of Arkansas, is to talk on "Education and the State."

The following are some of the subjects which will be discussed at the various departmental meetings: At the meeting of county superintendents, "How to Grade Rural Schools, and the Benefits to be Derived Therefrom," by Supt. S. J. Russell; "The Rural High School as a Part of the Common School System," by Supt. T. M. Anderson; at the superintendence meeting, "The Relation of the Public Schools to the Present Needs of Mississippi," by L. L. Van, and J. N. Powers; at the elementary schools meeting, "The Great Necessity for a Training School in Mississippi," by Mary Stokes; at the high school meeting, "In What Respect Should the High School be Modified to meet the Demands of the Twentieth Century," by G. G. Hurst; at the science meeting, "Outlook for Scientific Agriculture as a Profession," by G. W. Herrick.

For the meeting, all the railroads of the state have made a round-trip rate of one fare plus 25 cents.

Honor System for Johns Hopkins.

The senior class of Johns Hopkins has voted in favor of the honor system in the institution. It is thought that the other classes will follow their lead, and put the plan into application at their second term examinations.

According to the proposed system each student, upon finishing an examination, will write at the bottom of his paper: "I hereby declare that I have neither given nor received assistance in the course of the examination."

Should any student be detected breaking his word, his case will be acted on by the student body.

The honor system was first introduced at the university of Virginia, where, if a student is suspected of cheating, he is given a fair trial by his fellows, and if convicted, is at once escorted to a railway station and put upon the first train for home. The faculty takes no part in such cases. In some institutions students are even allowed to take their examinations in their own rooms if they desire.

Two Important School Laws.

The Ohio School Improvement Association, in the three years of its existence, has been working to create a wholesome educational sentiment in the state, to remove school elections from political influence, and to make the profession of teaching recognized, protected, and justly compensated. Two of its bills were enacted into laws by the last general assembly. The first law requires the names of all candidates for member of board of education, however nominated, to be placed on ballot without any designation whatever, except "For Board of Education." The whole number of ballots to be printed for each school district is to be divided by the number of candidates, and the quotient so obtained is the number of ballots to be printed in series of ballots. The names are then alphabetically arranged, and the first series printed. Then the first name is placed last and the same number printed, and so on until each name has stood first on the list. These ballots are then arranged in tablets with no two ballots with same order of names consecutive. The vote is indicated by placing a cross at the left of the name of the person for whom the vote is cast. The one having the highest number of votes is elected, and the second highest and so on, until the required number has been elected. This law will do much to place the schools on a true educational basis. The Australian ballot puts school elections under political party domination. This will remove a great hindrance to effective school work.

The second law provides that no person shall be employed as teacher in any public school in the state of Ohio for less than \$40 a month, nor for less than eight months a year unless in completing an unexpired term. Any school district having at least twenty times as many persons of school age as teachers to be employed, that has levied 12 mills school tax, nine mills of which shall go to the tuition fund, shall have aid from state

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treasury if it should not be able to pay teacher or teachers. In case a district should have a deficit in tuition after complying with this law, the board of education is to send sworn statements of the amount of the deficit for eight months, to the county auditor and he is to forward it, if correct, to the state auditor, who is to issue voucher for deficit on the state treasurer in favor of the treasurer of the school district.

The state by this act has said that if a teacher is worth \$40 its agents should pay it, and if a teacher is not worth \$320 a year, or 87 cents a day, he is not the person to be entrusted with the education of its future citizenship.

S. K. Mardis, president of the Ohio School Improvement Federation, apropos of this movement has said: "Too many twentieth century schools are managed on a sixteenth century policy. We must have better teachers, and this means better compensation for them. Not only the efficiency, but the continuance of our schools demands it."

The Spelling Situation.

Here are some of the late comments of the press on simplified spelling:

The Boston *Morning Globe* says: "This movement is all right if kept within proper bounds, but Mr. Carnegie should have remembered that the most learned associations have been trying unsuccessfully to improve English orthography for scores of years. They forgot, however, to take the proof-readers of the English-speaking nations into their confidence. The proof-reader—the man who like the judge upon the bench has the last say—is omnipotent in this matter. If Mr. Carnegie desires his plan to succeed he should see the proof-readers immediately."

The Newburyport *News* says: "Ironmaster Carnegie has done at least one favor to the public by his proposition to reconstruct our vocabulary—he has opened the flood-gates of that saving humor which carries us safely and without too much friction over the rough places of debate. The facetious New York *World* affects to see in Mr. Carnegie's pronouncement an opening wedge for the multi-millionaires to absorb our language. It says: "A worthy ironmaster clears up some \$300,000,000 in gilt-edged bonds from his manufacturing business and sets out to abolish a certain number of superfluous consonants. What is there to prevent Mr. Rockefeller, who owns nobody knows how many millions of dollars, from undertaking to rehabilitate the split infinitive? Any day another Croesus may turn up in Pittsburg or Chicago with a project to establish the use of plural subjects with singular verbs. At the rate wealth is being accumulated to-day in the United States there will soon be right here in New York scores of rich patrons who could buy up all the dictionaries and spelling books and rhetorics in the country, with no more ado than they would pay their wine bills."

The New Bedford, (Mass.) *Standard* says: "The Simplified Spelling board is not dogmatic nor autocratic. There is nothing masterful about it. It is only

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just kind—kinder than spelling teacher have been wont to be, and kinder by far than the critics of the spelling teachers have ever been. Some of us remember the persistence with which words were marked wrong in school just because the spelling book combination was not followed. There was an unsympathetic intolerance of individuality in all matters of spelling on the part of teachers. Only the Simplified Spelling board is tolerant. Professor Brander Mathews, as spokesman for the kind and considerate S. S. B. says right out in the public print that 'every one of us has a right to his own opinion; if he prefers cumbersome perplexity, he can have his own way; and if he would rather employ the briefer and more direct spelling, he is within his rights as a human being.'"

The small boy ought to find cause for a good whoop-whoop-hurrah in the spelling situation.

Painters' Conceptions of Christ.

Holy Week has seen the inauguration in New York city, of a peculiarly interesting and notable art exhibition, namely, that of the "Conceptions of Christ, by Ten American Painters." Messrs. Kenyon Cox, Charles C. Curran, Frank V. Dumond, George Hitchcock, John LaFarge, Frederick S. Lamb, Joseph Lauber, Will H. Low, Carl Marr, and Gari Melchers, were the ten artists commissioned by the Exhibition of American Arts Company, each to paint a life-size figure or composition picture portraying Christ as conceived of by the individual artist, in this twentieth century of the Christian era.

These works are said to form a collection that is strikingly beautiful and impressive, as well as diversely representative in sentiment and in technical expression. The ten painters named are all American by birth and long association, and the present concurrence seems to have called forth the best inspiration of which each is capable. Extraordinary interest on all sides was manifested in the exhibition, the only precedent for which was a somewhat similar religio-artistic undertaking in Germany, a few years ago, enlisting such men of talent as Gabriel Max, Kampf, Stucke, Scarbina, and others.

After Henry James.

"Chicago bristles," says *The Tribune* of that city, which never fails to call attention to the city's principal industry whenever occasion offers.

—*The Washington Post.*

Lucky Man.

"Pete" Stivers found a \$5 bill on the street to-day. The owner of the bill got there in time to get in on the last round of drinks.—*The Leesville (Mo.) Light.*

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